

M.A. IN PORTUGUESE PEDAGOGY  
READING LIST  
Effective Fall 2015; links updated Fall 2021

*Note: Many of these materials are available online, either at the given links or by searching the databases indicated. For materials that are not available online, a hard copy may be checked out from Holly in the Department office.*

### **Language Teaching and Learning in the United States**

Committee for Economic Development. (2006). *Education for global leadership: The importance of international studies and foreign language education for U.S. economic and national security*. Washington, DC: Author. Retrieved from ERIC database. (ED502294)  
<https://files.eric.ed.gov/fulltext/ED502294.pdf>

Rhodes, N. C., & Pufahl, I. (2009). *Foreign language teaching in U.S. schools: Results of a national survey* (executive summary). Washington, DC: Center for Applied Linguistics.

### **History and Methods of Foreign Language Teaching**

Bateman, B., & Lago, B. (2010). *Methods of language teaching* [instructional DVD]. London, England: Routledge. Available online through BYU's Humanities Learning Resource Center at [hlrc.byu.edu/methods.php](http://hlrc.byu.edu/methods.php)

Hadley, A. O. (1993). *Teaching language in context* (2<sup>nd</sup> ed.), Chapter 3: On teaching a language – Principles and priorities in methodology (pp. 73-124). Boston, MA: Heinle & Heinle.

### **Research on Teaching Speaking, Listening, Reading, and Writing**

Hadley, A. O. (2001). *Teaching language in context* (3<sup>rd</sup> ed.), Chapter 6: Developing Oral Proficiency (pp. 230-279). Boston, MA: Heinle & Heinle.

Eskey, D. E. (2005). Reading in a second language. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 563-579). Mahwah, NJ: Lawrence Erlbaum Associates.

Reichelt, M. (2001). A critical review of foreign language writing research on pedagogical approaches. *Modern Language Journal*, 85, 578-598. <https://doi.org/10.1111/0026-7902.00127>

Rubin, J. (1994). A review of second language listening comprehension research. *Modern Language Journal*, 78, 199-221. Retrieved from <http://www.jstor.org/stable/329010>

### **Teaching Culture**

Galloway, V. (2001). Giving dimension to *mappaemundi*: The matter of perspective. In V. Galloway (Ed.), *Teaching cultures of the Hispanic world: Products and practices in perspective* (AATSP Professional Development Series Handbook, Vol. 4, pp. 3-63). Mason, OH: Thompson Learning Custom Publishing.

Paige, R. M., Jorstad, H., Siaya, L., Klein, F., & Colby, J. (1999). Culture learning in language education: A review of the literature. In R. M. Paige, D. L. Lange, & Y. A. Yershova (Eds.), *Culture as the core: Integrating culture into the language curriculum* (CARLA Working Paper #15, pp. 47-111). Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota.

Bateman, B., & Mattos, M. (2006, Fall). An analysis of the cultural content of six Portuguese textbooks. *Portuguese Language Journal*, 1. <https://www.portugueselanguagejournal.com/>

## **Second Language Acquisition and Learning**

Lightbown, P. M., & Spada, N. (2011). *How languages are learned* (3<sup>rd</sup> ed.), Ch. 2: Explaining Second Language Learning (pp. 29-51). Oxford, UK: Oxford University Press.

Shrum, J. L., & Glisan, E. W. (2010). *Teacher's handbook: Contextualized language instruction* (4<sup>th</sup> ed.), Ch. 1: Understanding the role of contextualized input, output, and interaction in language learning (pp. 11-45). Boston, MA: Heinle.

## **Assessment and Evaluation**

Koike, D. A., & Klee, C. A. (2003). *Lingüística aplicada: Adquisición del español como segunda lengua*, Capítulo 10: Medios para medir la competencia de la L2 (pp. 205-228). New York, NY: John Wiley & Sons. (Note: This reading is in Spanish.)

Sandrock, P. (2010) *The Keys to Assessing Language Performance*. Alexandria, VA: ACTFL.

## **Research Methods in Foreign Language Education**

Textbook and reading materials on research design from Span/Port 601C

Merriam, S. B. (2001). *Qualitative research and case study applications in education* (revised and expanded from *Case study research in education*), Chapter 1: What is qualitative research? (pp. 3-25). San Francisco, CA: Jossey-Bass.

## **Curricular and Program Models**

Curtain, H., & Dahlberg, C. A. (2004). *Languages and children: Making the match* (3<sup>rd</sup> ed.), Chapter 18: Selecting and staffing an early language program model (pp. 419-436). Boston, MA: Pearson Education.

Krahnke, K. (1987). *Approaches to syllabus design for foreign language teaching* (Language in Education: Theory and Practice, no. 67), Chapter 1-6, pp. 1-63. Washington, DC: Center for Applied Linguistics. Retrieved from ERIC database. (ED 283385)

Snow, M. A. (2001). Content-based and immersion models for second and foreign language teaching. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3<sup>rd</sup> ed., pp. 303-318). Boston, MA: Heinle & Heinle.

## **Technology in Foreign Language Education**

Burbules, N. C., & Callister, T. A. Jr. (2000). *Watch IT: The risks and promises of information technologies*, Chapter 4: Critically reading the Internet (pp. 71-94). Boulder, CO: Westview Press.

EDUCAUSE Library. <https://library.educause.edu/about>

The EDUCAUSE Library is the preeminent clearing house for information about timely topics and research supporting the use and management of technology in higher education. General resources include articles, books, conference sessions, multimedia, plans, policies, webinars and blog content.

Scroll down to EDUCAUSE Papers, click on the link and choose one of the papers to read (such as the annual Horizon Report). Be able to summarize the content of the paper you choose.

Henry, J., & Meadows, J. (2008, Winter). An absolutely riveting online course: Nine principles for excellence in Web-based teaching. *Canadian Journal of Learning & Technology*, 34(1).

### **Addressing Student Diversity**

Reese, S. (2006, February). When foreign languages are not seen or heard. *The Language Educator*, Feb. 2006, 32-37.

Shrum, J. L., & Glisan, E. W. (2010). *Teacher's handbook: Contextualized language instruction* (4<sup>th</sup> ed.), Ch. 10: Addressing diverse needs of learners in the language classroom (pp. 348-393). Boston, MA: Heinle.

Bateman, B., & Oliveira, D. (2014). Students' motivations for choosing (or not) to study Portuguese: A survey of beginning university-level classes. *Hispania*, 97, 264-280.  
<https://doi.org/10.1353/hpn.2014.0055>

### **Professional Documents on Foreign Language Education**

American Council on the Teaching of Foreign Languages. (2012). *ACTFL Oral Proficiency Interview Familiarization Manual*. White Plains, NY: Author. (Focus mainly on the description of student performance at each level of proficiency – Novice, Intermediate, Advanced, Superior)

World- Readiness Standards for Learning Languages. (2013). Yonkers, NY: Author.  
<https://www.actfl.org/resources/world-readiness-standards-learning-languages>

NCSSFL-ACTFL Global Can Do Benchmarks <https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

ACTFL 21<sup>st</sup> Century Skills Map  
<https://www.actfl.org/sites/default/files/resources/21st%20Century%20Skills%20Map-World%20Languages.pdf>